

Year 3 Writing Curriculum Objectives

Spelling, Punctuation and Grammar – Year 3

Transcription - Spelling

Use further prefixes and suffixes and understand how to add them.

Identify words with prefixes, understanding how the prefix changes the meaning of the word.

Identify root words and match to appropriate prefix, explaining how the prefix changes the meaning of the word.

Identify words with suffixes, understanding how the suffix changes the meaning of the word.

Identify root words and match to appropriate suffix, explaining how the suffix adds meaning to the word.

Use prefixes and suffixes appropriately in independent writing.

Apply their growing knowledge of root words, prefixes and suffixes . . . to understand the meaning of new words they meet.

Spell words that are often misspelt.

Identify possible spelling errors in own writing and use strategies to correct, e.g., by:

clapping syllables;

highlighting the tricky part of the word;

choosing a memory strategy to overcome errors;

identifying the root word,

rules, such as 'i before e except after c';

counting syllables;

checking phonemes;

using 'look, say, cover, write, check' method to remember how to spell words.

Use words identified, spelling them accurately in independent writing.

Spell further homophones.

Identify homophones and near-homophones.

Match the homophone / near-homophone to its meaning, e.g., play homophone snap.

Use words accurately in independent writing demonstrating an understanding of meaning.

Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's].

Identify the placement of the possessive apostrophe, understanding how the apostrophe affects the meaning of the phrase / text.

Place the possessive apostrophe accurately in words with regular plurals, in independent writing.

Place the possessive apostrophe accurately in words with irregular plurals, in independent writing.

Use the first two or three letters of a word to check its spelling in a dictionary.

Use the quartiles of a dictionary to more efficiently locate words.

Use the first two / three letters of a word to check spelling.

Use the words typed at the top of the dictionary page to efficiently locate the target word.

Develop positive attitudes to reading and understanding what they read by using dictionaries to check the meaning of words that they have read.
(Comprehension, Year 3/4)

Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.

Year 3 Writing Curriculum Objectives

Use and understand the grammatical terminology in English Appendix 2 (Year 3) accurately and appropriately when discussing their writing and reading (adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')).

Use accurate grammatical terminology when analysing text and explain the impact created.

Use accurate terminology when discussing how grammar has been used to create effect within writing.

When using the forms a or an:

Formation of nouns using a range of prefixes such as super-, anti-, auto-

See also English Appendix 1 (Y3/Y4)

Identify a range of words with prefixes in text and explain how the prefix changes the meaning of the root word.

Word families based on common words, showing how words are related in form and meaning (eg, solve, solution, solver, dissolve,

Apply their growing knowledge of root words, prefixes and suffixes ... to understand the meaning of new words they meet (Word Reading, Year 3/4)

Identify and generate word families from text to show how words are related in form and meaning; (eg, solution / solve, dissolve / insoluble).

Expressing time, place and cause using conjunctions (eg, when, before, after, while, so, because), adverbs (eg, then, next, soon, therefore), or prepositions (eg, before, after, during, in, because of).

Identify, across a range of texts, how conjunctions are used to enhance coherence and cohesion.

Use a variety of conjunctions appropriately, in writing, to express time, place and cause, e.g., Jack tiptoed into the room and stole the magic harp while the giant slept. The harp began to sing loudly because she wanted to wake the sleeping giant.

Use a variety of adverbs appropriately, in writing.

Use a variety of prepositions appropriately, in writing.

Draft and write by . . . progressively building a varied and rich vocabulary and an increasing range of sentence structures. (Composition, Year 3/4)

Introduction to inverted commas to punctuate direct speech.

Identify examples of inverted commas in text and discuss the purpose.

Use inverted commas to indicate direct speech in own writing.

Proof-read for spelling and punctuation errors. (Composition, Year 3/4)

Introduction to paragraphs as a way to group related material.

Identify paragraphs in a range of texts and discuss how they are used to group related materials.

Identify key words, main points or important information within the paragraph.

Use information to summarise key themes / points of a paragraph in their own words.

Group linked information into paragraphs in own writing, e.g.:

settings, characters and plot in narratives;

when recording information under headings and sub-headings in non-fiction.

Draft and write by organising paragraphs around a theme. (Composition, Year 3/4)

Understand what they read, in books they can read independently, by identifying main ideas drawn from more than one paragraph and summarising these. (Comprehension, Years 3/4)

Headings and sub-headings to aid presentation.

Identify through reading how headings and sub-headings aid meaning and presentation, e.g.:

match short pieces of text to their headings / sub-headings;

write headings / sub-headings for a piece of text.

Organise information into paragraphs.

Demonstrate in writing an understanding of features of text type and use simple organisational devices, e.g., headings and sub-headings.

Draft and write by in non-narrative material, using simple organisational devices [for example, headings and sub-headings]. (Composition, Year 3/4)

Use of the present perfect form of verbs instead of the simple past (eg, He has gone out to play contrasted with He went out to play).

Identify the present perfect form of verbs when reading text and explore ways of creating contrasts, orally and through writing, e.g., 'He has gone out to play' contrasted with 'He went out to play'

Year 3 Writing Curriculum Objectives

Spelling, Punctuation and Grammar – Year 3

Composition

Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

When reading aloud, respond appropriately to an increasing range of punctuation cues.

Demonstrate an increasing confidence and control when reading aloud to a range of audiences by varying intonation, tone and volume to ensure that meaning is clear.

Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.

Read and discuss exemplar texts similar to that which they are planning to write in order to familiarise themselves with the structure, grammar and vocabulary of that text type.

Identify and discuss features, structure, vocabulary and grammar of the text type similar to that which they are planning to write.

Choose and explain vocabulary choices in the context of the subject / genre, e.g.:

formal / informal language choices;

hyperbole to persuade.

Plan their writing to include structure, vocabulary and grammar appropriate to text type.

Develop positive attitudes to reading and understanding of what they read by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. (Comprehension, Year 3/4)

Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).

See also English Appendix 2.

Compose and rehearse sentences orally.

Re-read, edit and improve throughout the course of writing.

Build a varied and rich vocabulary by using:

words and phrases collected from reading, such as, expressive verbs, alliteration, simile, metaphor, idioms;

noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases, such as, 'the teacher' expanded to 'the strict maths teacher with curly hair';

conjunctions, such as, when, before, after, while, so, because;

adverbs, such as, then, next, soon, therefore;

prepositions, such as, before, after, during, in, because of.

Use an increasing range of sentence structures in writing, such as, fronted adverbials, e.g., 'Later that day', or 'I heard the bad news.'

Draft and write by organising paragraphs around a theme. (Writing: Composition Year 3/4)

Expressing time, place and cause using, adverbs or prepositions. (VG&P, Year 3)

Organising paragraphs around a theme.

Be able to give a sentence which suggests a paragraph's content.

Group linked information into sections, understanding that some sections, particularly long or complex sections, may require more than one paragraph to convey information clearly for the reader. e.g.:

settings, characters and plot in narratives;

when recording information under headings and sub-headings in non-fiction.

Signal sequence, place and time to give coherence.

Use adverbs and conjunctions to establish cohesion within paragraphs.

Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (Writing: Composition Years 3/4)

In narratives, creating settings, characters and plot.

Describe settings understanding how small details can be included to evoke time, place and mood, drawing on this to demonstrate how characters behave in different settings.

Year 3 Writing Curriculum Objectives

Use figurative and expressive language to build a fuller picture of a character.
Use dialogue to build character descriptions and evoke a response in the reader, e.g., sympathy or dislike.
Plan and write complete stories identifying stages in the telling, including:
introduction;
build up;
climax or conflict;
resolution.
In non-narrative material, using simple organisational devices [for example, headings and sub-headings].
Organise information into paragraphs.
Demonstrate an understanding of features of text type and use simple organisational devices, e.g.:
headings and sub-headings
labelled diagrams and illustrations.
Record information researched on a topic from a number of different sources and reorganise into coherent paragraphs to create a non-narrative text, e.g., a comparative report about the features of moths and butterflies.
Assessing the effectiveness of their own and others' writing and suggesting improvements.
Re-read, edit and improve throughout the writing process both independently and with response partners, suggesting / making appropriate improvements as necessary, e.g.:
checking for verb tense agreement;
checking that direct speech is demarcated by inverted commas;
checking that a comma is included after the reporting clause.
Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
Identify possible improvements to grammar and vocabulary to maintain / improve consistency:
Use range of appropriate pronouns or nouns to aid cohesion and avoid repetition, e.g., 'Peter went to the shops. He bought a cream cake. On the way home, the greedy boy ate it.';
Check that the same tense is used consistently throughout the sentence when discussing things that happen at the same time and identify possible errors, suggest / make appropriate improvements as necessary, e.g., 'When I went to the cafe, I bought two cookies.';
Use appropriate choices when referring to separate events where tenses differ, e.g., 'I cycled to school last Monday, but today I am taking the bus.'
Proof-read for spelling and punctuation errors.
See also English Appendix 1 and 2 (Y3/Y4).
Identify possible spelling errors and know strategies for how and when to make changes.
Identify examples of direct speech in writing and check for use of inverted commas to punctuate the direct speech and that a comma is included after the reporting clause.
Identify accurate use of and possible errors / omissions in the following, suggesting and making corrections as necessary:
capital letters;
full stops, question marks and exclamation marks to demarcate sentences;
commas to separate items in a list;
apostrophes of omission;
apostrophes to mark singular possession in nouns, e.g., the girl's name;
inverted commas and other punctuation to indicate direct speech, e.g. inclusion of a comma after the reporting clause such as, 'the terrified passenger shouted, "fire!";
apostrophes marking plural possession, e.g., the girls' names;
commas after fronted adverbials, e.g., 'Later that day, I heard the bad news.'
Punctuation (VG&P, Year 4)

